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ABSTRACT

This report describes the exemplary programs of ten open-door institutions participating in a project supported by the Fund for the Improvement of Postsecondary Education. The project aims at evaluating and refining programs for students who enter college as low achievers, students who have traditionally been discouraged from pursuing postsecondary education. Types of programs vary, and include Educational Opportunity Programs, counseling programs, remediation programs, an Upward Bound program for veterans, a migrant program, a faculty training program, and/or combinations of the above. Each of the institutions involved details the nature of its program, the population involved, evidence of program success, and areas for future analysis and evaluation. (JDS)

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National Project II:

alternatives to the revolving door

ED126996

Richard A. Donovan
Project Director

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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National Project II:

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PREFACE

Welcome to National Project II: Alternatives to the Revolving Door, a new and unusual project supported by the Fund for the Improvement of Postsecondary Education. The Project aims at evaluating and refining programs for students who enter college as low achievers, students who have traditionally been discouraged from pursuing postsecondary education. Each of the ten Associates mentioned in this brochure has been identified by the Fund as having developed an exemplary open-door program. The programs have been described as much as possible in the words of the Associates themselves.

In several ways National Project II represents a singularly important project for the Fund to sponsor and for the Associates to participate in. During the past decade American postsecondary education has noticeably widened its vision and broadened its commitment to extend opportunity to people whose educational needs and ambitions were previously neglected. Among the new students served by this broadened commitment are many who have been defined by their previous educational experiences as low achievers.

Colleges welcoming these students have had to rethink their course offerings, curricula and support services. While the programs differ in design and technique, each program directs substantial resources to provide a high level of personalized attention to the students. Since, for most of the Associates, the direction or scope of their programs represents an initial effort, particular attention has been paid to evaluating the program's impact on students, devising means of measuring this impact, and disseminating the findings to a world not always familiar with or sympathetic to open-door education. A vital component of the Fund's support provides resources to the Associates for further evaluation efforts. These evaluation projects will constitute much of the business of the national meetings.

It should be mentioned that the Associates described here represent only a fraction of the 225 colleges, universities and postsecondary institutions that applied to the Fund under National Project II. At Bronx Community College, we are proud to have been selected, but we realize that many colleges throughout the country not listed here have tailored programs responsive to the needs of low achieving students, from their region and that they are continually revising their programs to make them as responsive as possible. Those of us who have been selected by the Fund for this project represent only a part of this truly national movement.

This brochure introduces you to the ten programs. During the next two years the Associates will be sharing experiences as a consortium and will be disseminating news of the individual research projects as they develop. I am certain that I will be indebted then, as I am now, to Thea Benenson, the Assistant Project Director, to Herb Graetz, Chris Mohler, Barbara Schaier, and Gregg Whitman of the Bronx Community College staff, and to Allison Bernstein and Marty Jacobs from the Fund.

Richard A. Donovan
Bronx Community College
August, 1975

Bronx Community College
181st Street and University Avenue
Bronx, N.Y. 10453
(212) 367-7300
Public, AA Degree, 13,000 Students

Project Director: *Dr. Richard Donovan*

I. INTRODUCTION

Bronx Community College feels well qualified to participate as an Associate in National Project II. Since the advent of Open Admissions five years ago, BCC has received the highest percentage of incoming students with high school averages below 70% among all City University of New York two year colleges. The response of the college has been carefully planned; it has been rigorously evaluated from within and studied from without. By the traditional criteria of measurement outlined later in the narrative, our program has been judged effective. Still, any educational program which must respond to students as diverse as those entering BCC under Open Admissions must be flexible and the assessment of a program undergoing continual revision represents a formidable challenge.

We realize that special problems face low achieving students. We feel a particular need to develop more appropriate instrumentation to assess change in writing and mathematics competency, we are interested in learning about the types of interaction that occur between teacher and student and between tutor and student, and we are interested in articulation research, the study of the effect of education at Bronx Community College on our students both in subsequent educational settings and in business. We feel that each of these fields of evaluation represents areas of concern that would interest other open door colleges as well.

II. POPULATION

Number and kinds of students to which the institution is responding, including recent changes in the nature of the student body, are described in this section. Specifically, Tables 1 and 2 present longitudinal evidence of change in both the ethnic composition and the entering age of Bronx Community College students.

Table 1
Ethnic Composition*: Bronx Community College

Group	Year 1967	1973
Black	31%	45%
Puerto Rican	11%	19%
White	54%	28%
Other	4%	8%
	(N=8,400)	(N=12,200)

*Office of Institutional Research - Bronx Community College

Table 2
Age at Entrance*: Bronx Community College

Group	Year 1968	1971
18 year olds	64%	38%
19-20 year olds	16%	26%
Over 20 year olds	20%	36%

*Office of Institutional Research - Bronx Community College

Nearly three-quarters of the September 1974 entering class with known high school averages scored at the low end of their high school class; they graduated with general averages below 75%, most often in the 65-69% range. Slightly over 50% of the September 1974 entering class required remediation in either English (Writing) or Reading. Nearly 25% required remediation in both Reading and Writing. Functional levels have been so low that ENG 01 and RDL 01 have been added to the college curriculum in the last year. Placement in RDL 01 means that the individual reading score was below the ninth grade equivalent; placement in RDL 02 means that the reading score was between ninth and eleventh grade level.

An attrition study of the class of 1972 revealed that the family income from all sources was below $12,000 per year for 72% of the class. 48% of this class reported a total family income under $7,500 per year. From the same 1972 attrition study, fully 48% of the class indicated that they might have to withdraw from the college due to financial hardship. When queried as to the financial hardship imposed on the family due to college attendance, 70% of the class indicated some degree of financial hardship.

III. PROGRAM

Remediation is perhaps the most immediate problem confronting BCC through open admissions. Through placement tests administered by the various departments, students needing remedial help are placed in one or more of several pre-college courses. The college offers eleven non-credit remediation courses. They are Chemistry, English Composition (two courses), English as a Second Language, Mathematics (three courses), Physics, Reading (two courses) and Speech. All are non-credit, one-semester preparatory courses ranging from three to five hours of class time per week. They are designed to enable the student to master the basic skills and certain content that enable him to cope with college-level work. The remediation program of the college is administered primarily by individual departments. The departments most heavily involved are English, Mathematics and Special Educational Services (Reading, Study Skills, and English as a Second Language). Staffing for remediation courses varies. Some departments have recruited faculty with specific expertise in remediation while others have utilized (and sometimes retrained) existing faculty. Most departments have done both.

In early November, 1972, the Committee on Remediation held a five day Workshop at the Center for Humanistic Education in Albany, N.Y., a unique component of which was the development of specific Remediation Budget recommendations. These recommendations did evolve and not only were accepted and approved by the President but the Committee has continued to exercise this function ever since. The effects of the Remediation Budgets and the processes by which they have been allocated have been of upmost importance to the development of our College's total approach to Remediation. It should be mentioned that the special supplement of 1972, now a part of our base budget has been kept intact over the past three years, that the money is still being devoted to departmental and interdepartmental remediation projects. The budget has encouraged faculty to think creatively as well as providing much needed support for tutorial programs. In general, the programs supported by this budget can be categorized into:

a) Tutorial Programs: The continually expanding tutorial programs represent our most extensive support service for students. Tutors include BCC students, undergraduates from other colleges and graduate students. In some departments, faculty voluntarily provide tutoring.

b) Software Development and Equipment Purchase: Additional audiovisual software has been developed in the departments of History and Business and Commerce. The equipment which has been purchased includes video cassette players, video monitors, solo-learn units, sound page units, films and other supplies essential to the departmental support laboratories.

c) Computer Assisted Instruction (CAI): In Fall, 1972, four terminals were rented and a faculty member from the department of Physics was given released time to begin refining the uses of CAI. The following year a terminal was purchased and in addition to Physics, faculty from the departments of Health & Physical Education, Secretarial Studies and Special Educational Services also became involved in developing CAI materials in their disciplines.

d) Departmental and Interdepartmental Projects: The Committee has always sought to encourage creative, risk-taking faculty. Departmentally, the Committee has supported an experiment in the reduction of test anxieties and a team teaching project in English. Interdepartmentally, the Committee has supported both Projects STIR and LINK. In Project STIR students were block-scheduled into remedial Writing, Reading, and Mathematics, an entry level credit course in Health Education and an orientation course which stressed achievement motivation. The block-scheduling afforded many opportunities for working together: faculty members with faculty members, faculty members with students and students with students. Spring 1973 saw the initiation of plans for Project LINK, an expansion and outgrowth of Project STIR. The evaluation found that LINK's success was seriously impaired by structural difficul-

ties which are inherent in a departmentally structured college and problems that are indigenous to a group of faculty with teaching responsibilities beyond a special program. In response to these difficulties, a new interdepartmental program, Project Total Discovery (TD) began in February, 1975. TD invited nine faculty and 60 second semester College Discovery students to join a program that aspires to individualize instruction in ways heretofore discouraged by a linear, departmentally organized college structure. The nine faculty accepted responsibility for the total program for the 60 students. Six of the faculty offer courses from the core of the students' freshman program: Counseling, Health and Physical Education, Mathematics, Reading and Writing. The other three faculty offer electives to students in Psychology, Spanish and Speech and function as resources to faculty in the other courses.

IV. EVIDENCE OF PROGRAM SUCCESS

Evidence of successful responses.

Data are available from a variety of sources on a variety of relevant indices of success.

a) Graduation and retention rates: A comparison of the BCC graduation rate for the first open-admissions class (1970) after 7 semesters, by high school average, with other CUNY community colleges demonstrates that BCC compares favorably with the ranges given for the remaining CUNY community colleges.

b) Measures of student satisfaction with the college program and its objectives: The entire college program, including all attempts to individualize instruction previously cited, comprises the base on which student opinions are formulated. The Office of Institutional Research conducts Student Opinion Surveys every two years. The 1974 Survey includes 57 questions on a variety of topics. Completed protocols were received from a stratified random sample of 1,753 students.

1. BCC was the college of first choice for 65% at entrance (61% in 1972).
2. 79% were either satisfied or very satisfied with BCC.
3. 83% are registered in their desired curriculum.
4. (Only) 27% intend to *transfer* out of BCC before graduation (many of these probably to four year CUNY colleges).
5. 20% intended to transfer from BCC at the time of entrance. This finding would seem to imply that for the great majority desiring to transfer, the transfer decision was made prior to actual contact with BCC.
6. 76% found some or most of their courses at BCC relevant to their chosen career (24% found few or none of them relevant).

7. 42% agreed or strongly agreed that the college administration was responsive to student needs and interests (virtually unchanged from 43% in 1972). 21% disagreed or strongly disagreed. (However, the remaining 37% either didn't respond or said they couldn't say.)
8. The student development service (counseling) found most useful and used most often was academic counseling. However, financial aid was selected as the service most needed.
9. Areas of dissatisfaction at the college were:
    a) Lack of sufficient parking facilities.
    b) Lack of variety and quality in food at the student cafeteria. Prices were also too high.

V. FUTURE ANALYSIS AND EVALUATION

We see emphasis on the following areas as perhaps especially fruitful and important:

a) The development of appropriate instrumentation to assess change in writing and mathematics competency in the low achieving student. The existing norm-referenced mathematics instrumentation has not been entirely successful. Writing assessment presents an especially thorny problem, since results of multiple choice grammar tests and actual writing ability are often quite divergent. At present we use writing samples as a basis for assessment, but we would be interested in developing objective, uniform standards for scoring. We are also interested in testing the hypothesis of a developmental writing error hierarchy. For example, are some writing errors uniformly corrected earlier than others; can one arrange writing errors in such a hierarchy?

b) The learning process in itself has become a focus for evaluative interest. We would support any research efforts in this direction. We would be especially interested in those processes, procedures or interactions especially productive for low achieving students. (We have supported work in the reduction of test anxiety through behavior modification techniques under the Remediation Budget.) We are interested in teacher-student, tutor-student, tutor-teacher and student-student interactions; we are also interested in intra-student, intra-tutor and intra-teacher processes.

c) We would also be interested in pursuing follow up research for our students. Specifically, we see the need for articulation research which would focus on the interface between our present curriculum and the requirements of industry. Additionally, the interface between our curriculum and the academic requirements of four year colleges would be of concern. The area of applied performance testing might well be relevant here, particularly when analyzed in conjunction with previously administered basic academic

skill tests such as those discussed in subsection a) above.

d) On-going evaluation of special interdepartmental remediation projects: Considerable attention has been devoted to the evaluation of the special interdepartmental remedial program. Attention has centered on measuring growth in reading, writing and mathematics competency in a pre- and post-test format. (Practical problems at this time prevent the competency testing of comparison groups of students.) Additionally, attrition and retention are monitored for all students enrolled in special programs; this monitoring continues on a follow up basis for these students after they have transferred into the college mainstream. Comparison groups are available for attrition/retention purposes.

e) The college Remediation Budget also has been the focus of on-going evaluation efforts. All projects funded under the Remediation Budget file semi-annual Final Reports with the Office of the Dean of Academic Affairs. Beyond a programmatic description, evaluative information is also requested. Although random assignment to varying treatment and control groups—the end goal—has not yet been achieved in any but one project (a CAI project for ESL students), a considerable amount of detailed information on each "treated" student has been made available. Attendance data is collected from all tutorial labs for each individual student: student ID number, course enrolled in, hours tutored. Final grades of these students are then retrieved through the Computer Center.

California State University/
Fullerton
800 N. State College Blvd.
Fullerton, California 92634
(714) 840-2484
Public, MA Degree, 20,416 Students

Program: EDUCATIONAL OPPORTUNITY PROGRAM
Project Director: *Arturo Franco*

I. INTRODUCTION

As of September 1971, the state funded Educational Opportunity Program (EOP), and the federally funded Special Services for Disadvantaged Students and Upward Bound programs were consolidated functionally and administratively. The combined programs are referred to as EOP. The purposes of the programmatic response are the following:

a) To assess the needs and potential of the EOP student
b) To develop specific goals and objectives based upon needs and

potentialities defined by the assessment and which are *acceptable to the student.*

c) To develop an instructional program designed to facilitate college success and its rewards.

II. POPULATION

Currently, Educational Opportunity Program (EOP) serves 651 students. Almost all program students are from urban and suburban residences; however, nearly 50 percent of our small American Indian clientele comes from reservations. Ethnically, the group includes 43 percent Black, 45 percent Mexican-American, 4 percent American Indian, with the balance including Oriental, White, other Spanish descent, and Other categories. Females comprise 41 percent of the group. Financial data indicate that 49.7 percent of our students come from families whose income is less than $6,000 annually. Mean entering grade point averages (GPA) for the past three years have been relatively stable at 2.20; with a range of 1.73 to 2.34; these students did not meet regular entrance requirements.

Special Service support components have helped retain a small number of ex-offenders as students. This program unit has developed informally. Currently, we are seeking specific funds for a full-fledged program. We have an ex-offender on our staff to provide coordination of services.

III. PROGRAM

Highlights of the programmatic response can be summarized in the following way, noting that the items represent systematic functions.

a) *Recruitment and Admission* - Up to 100 site visits are made to identify students and to seek active referral by teachers and counselors. Many individual and small group follow-up sessions are held in order to complete the required forms for admission, financial aid, housing, etc.

b) *Orientation, Counseling, Advisement* - Includes academic, personal, career, college re-entrance and graduate studies counseling and advisement.

c) *Curriculum Development* - Currently specialized curricula in Reading, English, Communications, and Math exist and represent a total of 13 units applicable toward graduation requirements. The reading component deserves special mention for it represents unique development at Fullerton. Another extension of Curriculum Development benefits components of EOP. Utilizing the talents of the Title VII Bilingual Program which is also affiliated with EOP, course content and staff training are done with a multicultural approach.

d) *Learning Assistance* - The tutorial component is one part of an overall learning assistance unit. The complementary components

include counseling, specialized courses and a corps of peers who promote college survival skills. The Learning Assistance Center (LAC) is a support service for faculty and students which systematically strives to help students learn more effectively. Current operations include tutorial services, learning skills development, supplementary instruction process and referral to catalogued resources.

1. *Tutorial Services* - Individual tutoring is available to all students on request and through faculty or other referrals.
2. *Learning Skills Development* - The Learning Assistance Center offers self-help programs for students who want to acquire, improve, review or maintain personal learning skills in these areas: time management, task organization, study reading, listening/note taking, examination strategies, writing skills, memory, concentration, vocabulary improvement and greater reading effectiveness.
3. *Direct Intervention Program* - The Learning Assistance Center also provides programs in many disciplines that bridge the gap between a student's present ability and university scholastic requirements. LAC-produced programs are currently available in vocabulary building, reading and communication skills, library science, and mathematics. Additional programs are being produced in mathematics and natural science with others in the social sciences and communications in the planning stage.
4. *Resource Catalogue* - A catalogue of LAC resources—printed, audio, visual and audio-visual—has been compiled and is continuously on hand, bibliographies of relevant materials in the CSUP library, Media Center, and even in faculty and department offices are used to benefit interested students.

IV. EVIDENCE OF PROGRAM SUCCESS

The following data indicate features of successful response to the needs of EOP students. For example, academic achievement is satisfactory with grade averages of 2.06 to 2.32 for the groups over the past years when compared to the entering GPA ranging from 1.73. Also, many of our students have achieved 3.00 and over, based on an A through F, 4.0 to 0.0 scale:

	N		*N*
Fall 1972	60	Spring 1973	59
Fall 1973	105	Spring 1974	67

Our retention rate has ranged from 57 to 72 percent over the past years (1968-74 respectively), while the overall university rate has been 50 percent.

We have slowed that "revolving door." Last year 102 EOP students graduated. Several (15) entered graduate school in Education, Public Administration, Sociology and Law. Attitudinally, students seem to be moving from reliance on so-called "safe majors" such as ethnic studies, to the challenge of other disciplines. This University has stated that it has a moral obligation to accept the student as is, and to provide the resources necessary to insure that he will have a good experience at Cal State Fullerton. To that end the University has provided the program with space, service and faculty positions, as well as "political support."

V. FUTURE ANALYSIS AND EVALUATION

Evaluation studies will seek to delineate specific areas for further program development in order to augment an atmosphere which facilitates learning for low achieving students. Some areas of investigation will include the following:

a) Assess direct intervention needs in learning assistance, counseling and handling of student emergencies.
   1. Do we need satellite learning centers near or in student housing?
   2. What are special needs in counseling for careers?
   3. What particular techniques and information courses would benefit women more effectively?
   4. Do we need a "hot line" for crisis?

b) Analytical evaluation by a team of local staff plus external experts to ascertain which specific service and management units should be institutionalized in 1976-77.

c) Examine results of counseling and in-class reinforcement to promote behaviorially observable attitude changes, re: self-direction, risk-taking. Assessed needs would prompt direction of further program efforts in the affective domain.

d) Complete longitudinal study on student aspirations, related changes, and degree of realistic definition.
   1. To include participant students, dropouts, stop-outs and a comparison group.

Institute for Services to Education, Inc.
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Washington, D.C. 20009
(202) 232-9000
Private, non-profit educational research

Program: THIRTEEN-COLLEGE CURRICULUM PROGRAM (TCCP)
Project Director: *Dr. Gerald L. Durley*

I. INTRODUCTION

The Institute for Services to Education (ISE) was incorporated as a non-profit organization in 1965 and received a basic grant from the Carnegie Corporation of New York. The organization is founded on the principle that education today requires a fresh examination of what is worth teaching as well as a pedagogy of teaching. ISE undertakes a variety of educational tasks, working cooperatively with other educational institutions, under grants from government agencies and private foundations. ISE is a catalyst for change. It does not just produce educational materials or techniques that are innovative; it develops, in cooperation with teachers and administrators, procedures for effective installation of successful materials and techniques in the colleges.

From 1967 to the present, ISE has been working cooperatively with the Thirteen-College Consortium in developing the Thirteen-College Curriculum Program (TCCP). This was an educational experiment that included developing new curricular materials for the entire freshman year of college in the areas of English, Mathematics, Social Science, Physical Science and Biology and two sophomore year courses, Humanities and Philosophy. The program is designed to reduce the attrition rate of entering freshman through well thought-out, creative curricular materials, new teaching styles and different faculty arrangements for instructions. In addition, the program seeks to alter the educational pattern of the institutions involved by changing blocks of courses rather than by developing single courses. In this sense, the TCCP is viewed not only as a curriculum program with a consistent set of academic goals for the separate courses, but also as a vehicle to produce new pertinent educational changes within the consortium institutions.

II. POPULATION

Starting its studies in 1967, ISE found for the first generation of students in the program and for the colleges themselves:

-Students in these colleges came from families whose median income was $3,900, less than half that of the families of the average student. TCCP students proved even poorer than the regular students in the black colleges.

-Students tended to be the first generation in their family to attend college. Indeed, the majority of parents had not completed high school.
-Students tended to come from schools that were underfinanced, poorly equipped and had stressed rote learning.
-Students' entrance examination scores fell about one standard deviation below the national norm, although their non-verbal scores were at the middle of adult national norms.
-Students had doubts about their ability to succeed in college, but perceived themselves as average or above average in academic ability compared to their fellows.
-Instruction in black colleges (and in colleges generally) tended to be mechanical, authoritarian and remote. Curriculum was often fragmented and controlled by departments equally fragmented.
-Percentage of black freshmen majoring in mathematics or one of the sciences in 1967 was lower than their white counterparts. In 1970 all the black colleges together awarded only 263 bachelor degrees in physical science out of a total of 21,551.
-In 1968 graduates from black colleges represented about 35 to 40% of those who entered as freshmen as compared to 50 to 55% graduating of those freshmen who entered nationally.

III. PROGRAM

ISE and the colleges with which it worked devised strategies to divide the undertaking into manageable units and to foster cooperation among teachers and among the participating colleges. The strategy offered both an educational model and a plan for installing and then implementing or expanding the model on the campus.

Installing TCCP Model - ISE

a) Established on each campus a new structure of identifiable faculty, students and curriculum. The faculty consisted of a director, a counselor and eight teachers the first year, adding four more the second year.
b) Fixed program size at 100 freshmen the first year and 100 freshmen and sophomores the second year. Fixed class size at one teacher to 25 students and teaching load first year at 8 hours per teacher. Implementation to larger numbers of students and faculty occurred later.
c) Established a set of courses for the first two years based on a fresh assessment of what is worth knowing. For the freshman: four courses, four credits each (English, Math, Social Science and Physical Science and Biology). For the sophomore year: two courses, three credits each (Humanities and Philosophy). Extension of curriculum development of upper level courses was undertaken later.
d) Established a central methodology in all courses emphasizing stu-

dent participation and discussion rather than finding single "right" answers and rote memorization. In this methodology a student's curiosity was stimulated along with the development of critical thinking by fostering associations between everyday experiences and academic experiences.

e) Involved teachers themselves, through summer workshops, in developing courses and methodology and embedding results in new student manuals and teacher manuals and in the manner of use of paperbacks, tape recorders and other reading and learning materials.

f) Established counselor as part of the new education team, not as specialists located in remote counseling centers. The counselor recruited students, arranged campus housing, arranged financial aid packets. He helped students with personal, social and academic matters.

Implementing TCCP Model - ISE

a) Organized all faculty in the program in a structure outside the usual departments. The new structure was either a basic studies unit or a freshman studies program. On large campuses, it was connected to some division, such as that of the College of Arts and Sciences.

b) Grouped students and teachers and counselor in cells of approximately 150 students all using the same team of teachers. One director was responsible for all cells.

c) Started curriculum revision of junior and senior years, which included developing new approaches to college majors and to interdisciplinary courses.

d) In the course of four years, the program built up to full implementation. For small colleges of 200 or 300 freshmen, this meant adoption by at least half of the entering freshmen.

e) As program built up, class size remained the same, one teacher to 25 students, but the teaching load was increased to 12 hours, at least 8 of which were in the program. Assigned one counselor to 200 students at most.

f) After four years, the program needed support for its continuation from regular sources of income and faced funding from outside sources. This meant colleges began to prepare to show what the program achieved and what it cost for that achievement.

Contribution of ISE

a) Established consortium of colleges to obtain the mutual support necessary to go against established practice and to try things out in different circumstances.

b) Managed summer workshops which lasted six weeks and which were held on college campuses in a residential setting. The workshops served to bring teachers and counselors and ISE staff together to provide teachers with first-hand experience with previ-

ously developed curriculum materials and teaching practices and to develop new materials and practices. ISE staff did not just talk about new ways to teach but demonstrated them.

c) Established central methodology of curriculum development. The procedure was to start development of materials with self-contained units of from a few days to a few weeks duration and then combine the units to form courses. The procedure included recycling the whole program each year on the basis of yearly evaluation by teachers and staff drawing on classroom experience with materials.

d) During academic year furnished support for program on the campuses through contacts with the college presidents to help solve political as well as pedagogical problems as they arose. ISE's independence created possibilities for persuasion which could not exist if ISE's top administration was dependent upon the approval of the colleges for its continued existence.

e) Furnished research and evaluation services comparing program students in the regular college curriculum. This was accomplished through the use of student questionnaires, teacher reports, academic and attitudinal testing based on standardized tests, grade and attrition reports by the colleges and site visits.

IV. EVIDENCE OF PROGRAM SUCCESS

Institutional and Student Impact: Retention and Scores

Here are the results for the first generation of students who had TCCP in their freshman and sophomore years (1967-68; 1968-69) to become seniors (1970-71):

a) TCCP students entered senior year in higher percentage (62.5%) than regular students (46.9%).

b) TCCP students achieved higher grade point averages than regular students.

c) TCCP students scored higher on standardized verbal ability tests after completing freshman and sophomore years than regular students.

d) TCCP students scored higher on standardized math and science ability tests after completing freshman and sophomore years than regular students.

e) TCCP students achieved more positive personality and self-concept development as measured on standardized tests than regular students.

f) TCCP students have won more academic honors than regular students.

g) TCCP students have participated more in extra-curricular activities as student government and community service and held more

class offices and other leadership positions, than regular students.

h) TCCP students as compared to regular students, included fewer education majors, but more students looking to careers in medicine, law, the arts and humanities.

Teacher Impact

a) TCCP students rated their teachers higher on experimenting with new ideas than regular students rated their teachers.

b) TCCP students rated their teachers higher on emphasizing discussion and having students do things, not just listen to lectures, than regular students rated their teachers.

c) TCCP teachers related course materials and discussion more to areas of student interest than did regular teachers.

d) TCCP teachers took into consideration differences in student backgrounds more than did regular teachers.

e) TCCP teachers say they enjoyed teaching more than they did previously.

f) TCCP teachers report they developed more open teaching styles than they used previously.

g) TCCP teachers say they became more informal in their relationships with students than they were previously.

Student Impact

a) TCCP students rated higher the encouragement they had received to develop their own viewpoints and analysis based on their own ideas and reading than regular students rated the encouragement they had received.

b) TCCP teachers reported that the students exercised more initiative than students in their previous experience.

c) TCCP students rated higher their participation in TCCP activities than regular students rated their participation in regular activities.

d) TCCP students rated higher the encouragement they received to criticize course material and teaching practice than regular students rated the encouragement they received.

e) TCCP students rated more frequent the time they spent talking with teachers after class than regular students rated their frequency of such discussions.

f) TCCP "alumni" in regular junior and senior classes questioned teachers more and participated in classroom discussion more than did regular students.

Curriculum Materials and Teaching Practices Impact

a) As of Fall 1972, a total of 34 student and teacher manuals have been published for general distribution. These range in size from 25 to 500 pages.

b) TCCP students found their freshman and sophomore years more intellectually stimulating, more helpful academically and more relevent to the black experience than regular students found their

freshman and sophomore years.

c) TCCP students viewed their junior and senior years *less* favorably than regular students, although both groups took the same regular courses the last two years. The TCCP students in their freshman and sophomore years had gained a new standard in terms of which to judge instruction.

d) In English and related courses, TCCP teachers introduced more dramatics, improvisational theater, poetry reading than did regular teachers.

e) In Social Science and related courses, TCCP teachers involved more students in their own research projects on campus and in the community than did regular teachers.

f) In Mathematics, TCCP teachers introduced more physical equipment (geoboard, games, colored cubes and chips, computers, calculators) than did regular teachers.

g) In Physical Science and Biology, TCCP teachers used more laboratory equipment and had available more space than did regular teachers.

h) TCCP teachers used more paperbacks, magazines and specially prepared materials than did regular teachers.

i) TCCP teachers offered more art or music by and about black people in English and Humanities courses than did regular teachers.

j) By and large, faculty modified TCCP material to meet particular needs on particular campuses, without weakening TCCP purposes and expectations, although there were difficulties.

k) By and large, the TCCP materials and practices improved over those initially developed in 1967-68, although the situation varied from unit to unit.

V. FUTURE ANALYSIS AND EVALUATION

The TCCP of ISE is still continuing. ISE at present is not only completing its commitments for some two dozen colleges for the academic year of 1974-75, but is planning for the 1975 TCCP Summer Workshop which will be the ninth annual workshop. This will involve some of the colleges presently in the program and some new colleges. A key element in the overall effort is the cycling through the program of colleges, which enter the program for a few years and then leave it, so that other colleges may enter.

There is, however, one task of further analysis and evaluation that ISE would like to undertake and would be in a position to carry out if it became an Associate in National Project II. ISE would like to look again at the thirteen colleges that have been cycled out of the program for a number of years now. ISE would like to determine how the TCCP approach has been maintained on the campuses, in some cases as part of the general curriculum of the colleges. The ISE staff knows in an informal way that some colleges have

maintained the program with considerable strength, others less so. But the staff has little idea concerning why the circumstances at one college proved more favorable than another. The task for further analysis and evaluation is to find out what is now going on at these campuses and why. The procedure of investigation would be site visits, making possible first-hand observations and interviews with faculty and students. The visits would be undertaken by outside consultants drawn from names suggested by the other Associates. The resulting reports would be presented at the Associate meetings and at the concluding Conference.

Malcolm-King: Harlem College Extension
103 East 125 Street
New York, N.Y. 10035
(212) 427-3330

Program: PRIVATE, AA DEGREE, 800 STUDENTS
Project Director: *Dr. Mattie Cook*

I. INTRODUCTION

The mission of Malcolm-King is directly related to meeting the needs of low achieving students. When the institution was conceived in 1968 it was with the primary intention of addressing the many problems that the underprepared students were faced with. Part of their problems were economic and an even greater number were academic and scholastic. So we saw as our mission the delivery of low cost education to students with a history of substandard preparation for college studies.

The one hundred (100) instructors that make up our faculty are all volunteers who commit at least one year of their time and in some cases five years, to educating these students. Local community agencies i.e. school boards, hospitals see to it that all necessary classroom space is donated free of charge.

Malcolm-King is the product of concerned residents of Harlem and three colleges in the New York area (Marymount-Manhattan College, the College of Mt. St. Vincent and Fordham University.) It is a cooperative educational approach to the postsecondary needs of working adults from poverty level environments.

II. POPULATION

The student body at Malcolm-King is composed of working adults between the ages of 25 and 45. They face a situation where they need to upgrade their present job skills or learn new skills in order to cope with the changing economic pattern. They need this additional education while main-

taining their jobs because they have to support families. The fact that their previous schooling was substandard only compounds the situation. Malcolm-King is faced with a monumental task in meeting the needs and fulfilling the aspirations of that segment of the population whose very existence is dependent upon continuing their education.

Our students are Black and Puerto-Rican adults who are much older than the average college student. The average age of our students is thirty-two. Many of these students would not have been admitted to colleges in New York City under the normal admissions policies nor could these students have been able to finance the tuition.

Our students face many difficulties in becoming successful learners. Some are deficient in basic academic skills like writing and computation. Others had a basic knowledge of these skills but need a quick review. Then too, many of our students have been away from school for long periods of time—5 to 10 years on the average. Thus they lack the confidence to meet the challenge of college level work. Again, unlike the 18 year old college freshman with few responsibilities, our students are often heads of households with children and a full-time job. More often than not, these responsibilities interfere with the student's learning process.

III. PROGRAM

THE COUNSELING PROGRAM: AN OVERVIEW

Every student at Malcolm-King is assigned a counselor. He receives assistance in the following areas: academic, career and personal. Every student sees a counselor at least once each semester. The counselors actively encourage students to come in for individual conferences. We use many ways to reach the student body in an attempt to change their negative image of counseling. Group counseling sessions are held at which Malcolm-King graduates come to speak with the currently enrolled students. Sometimes consultants are asked to address these group sessions and advise them on career opportunities.

Counseling services have been integrated into the curriculum by the development of two courses: "Introduction to College Study and Research Skills" and the "Human Relations" course.

"Introduction to College Study and Research Skills"

For many students, mere acceptance into college was a major achievement. While our students desperately wanted to succeed, many lacked basic college skills. To begin to meet this need, we introduced a course entitled "Introduction to College Study and Research Skills." It is jointly taught by the Counselors and the Study Skills Center staff. The course is designed to impart to freshmen students the basic skills of listening to a college lecture, note taking, using a reference library and writing term papers. The second part of the course is taught as a seminar with the Counselor as the group leader. The overall objective of the seminar is to help students understand

the relationship of their academic, career and personal goals. Often, students would decide to enter a specific career without knowledge of the educational requirements of the field or without giving any consideration to the changes that would occur in their personal lives.

The "Human Relations" Course

Through the combined efforts of the counselors, the student counseling committee, and the faculty, the "Human Relations" course was developed. It is an elective course which focuses on the use of group dynamics. It is designed to improve the interpersonal skills of students interested in developing their leadership potential. The course provides an opportunity for counselors and students to explore the area of personal development. In addition to the weekly meetings through the semester, each one is expected to attend a weekend retreat. The weekend retreat gives the participants more time and a congenial atmosphere in which to concentrate on personal and group development.

THE STUDY SKILLS CENTER: AN OVERVIEW

Students with backgrounds of low achievement face varied changes when confronted again with a learning situation. It is our responsibility here at Malcolm-King to assist students in overcoming these obstacles. We offer a quality education while being cognizant and responsive to the needs of the students by integrating supportive services, special courses and procedures into the total curriculum of the institution. Some of the problems which we have identified are:

a) Inadequate reading, writing and computation skills.
b) Experiences of failure in the past that are related to education:
    1. Distrust of instructors and counselors
    2. Unrealistic assessment of capabilities
    3. Withdrawal and lack of assertiveness in learning situations
    4. Exaggerated fear of failure.
c) Lack of encouragement by peers and instructors.

In order to overcome these obstacles, we initiated the following procedures and courses into our overall program:

a) The Study Skills Center
    1. "Introduction to College Research and Study Skills" was developed to meet the problems mentioned above. As mentioned in the preceding section, it is taught jointly by the Counseling Department and the Study Skills Department. One segment of the course instills confidence and motivation. Students interact informally with a trained counselor who directs exercises designed to open up channels of success oriented learning. Problems in coping with the new college situation, and questions about future goals are dealt with here. The other section of the course works on the study skills and research skills necessary to be an effective student. Students follow a step-by-step

procedure in writing a research paper, and develop skills such as listening and taking notes, outlining and taking examinations. Both counselors and instructors meet weekly to redesign and supplement the course. All students are exposed to this course in the first semester of their freshmen year.

b) The Reading Program is designed to develop the reading abilities of the students. Since they are at various levels in their reading ability, the program has geared itself to meet the students at their instructional level and to move them to college level proficiency. This is accomplished by two approaches: the Critical Analysis course which students are required to take based on their scores on the reading placement test and by the reading laboratory which is a component of the Critical Analysis course. In the classroom, students follow a prescribed outline of the basic remedial and developmental reading skills. These skills are reinforced by class exercises, discussions, home assignments and tests.

c) Tutoring is offered to all students who wish it in all areas. Referrals are made through instructors, counselors and through the student himself. Because of the emphasis on proficiency in writing, students who were required to take preliminary English before College Composition but have some weaknesses not yet remedied are required to take at least ten hours of tutoring along with College Composition to assure success. All students must take a rigorous writing proficiency exam (Sophomore Exam) after completing 30 credits.

IV. EVIDENCE OF PROGRAM SUCCESS

The evidence of successful response to our approach is partly documented by a survey conducted among the students who were enrolled from 1971 to 1973. During this period, approximately 500 students either graduated, transferred to other institutions or discontinued studies. Of the 500 when received questionnaires, 183 responded fully (37%).

Basically, we were interested in the trend of their employment status. If the education they were receiving at Malcolm-King was to have some concrete meaning then it must be measurable. In this case, the facts overwhelmingly supported what we are doing to upgrade the skills and bolster the confidence of these previously low achieving students. Two noticeable trends were:

a) number of students that have changed and improved their job classifications = 98 (approx. 50% of respondents)
b) number of students that have improved their salaries = 91 (approx 50% of respondents).

V. FUTURE ANALYSIS AND EVALUATION

Counseling Department

A team of research consultants (Olivia Frost Research Assoc.) has been

meeting regularly with the Director of the Counseling Department to develop a comprehensive evaluation procedure for determining the effectiveness of the counseling program. Their first step will be to document all the efforts at evaluation undertaken since June, 1971. This will include:

a) An analysis of the responses from the questionnaire prepared in June, 1971.
b) A descriptive account of the history of the evolution of the staff development seminar with information on problems and recommendations arrived at.
c) The history of the development of the Human Relations course with the counseling staff preparing individual impressionistic commentary.
d) An analysis of available information from questionnaires sent to former Malcolm-King students in Fall, 1970. (OFRA will prepare this.)
e) A general description of the types of personal problems articulated by students and the impact of these on student academic progress.
f) A specification of the current goals and objectives of the counseling program.

Secondly, a statistical analysis of the attitudes of students towards counseling. This is to be done with two groups of Malcolm-King students:

a) First time enrolled freshmen
b) Students enrolled at Malcolm-King at least 2 years.

It was further suggested that a pre- and post-test be given to all new freshmen in order to measure any change in attitude toward counseling during the first semester.

A refinement of this technique would involve surveying the attitudes of new freshmen and comparing them with a similar survey of a group of students that have been enrolled for at least 2 years.

Study Skills Center - Critical Analysis course

At a meeting of the Director of the Study Skills Center and representatives from Olivia Frost Research Associates (OFRA) it was suggested that part of the evaluation procedures should focus on the Critical Analysis course. Some degree of pre-testing in reading skills has already been done. Future plans call for a post-test of this same group of students at the end of the semester. A control group for comparison purposes has been suggested.

Study Skills Center - Tutorial Program

OFRA has agreed to assist the staff of the Study Skills Center to prepare the data necessary for a statistical treatment and interpretation of current tutoring methods. An in-depth questionnaire to evaluate the present tutorial services is being compiled.

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(414) 224-7593
Private, Ph.D. Degree, 9,984 Students

Program: EDUCATIONAL OPPORTUNITY PROGRAM
Project Director: *Donald E. Mackenzie, Jr.*

I. INTRODUCTION

In January, 1969, without federal support, Marquette University, a private, urban institution, began its Educational Opportunity Program (EOP) to recruit and provide comprehensive support services to low income and minority students.

Marquette University believes that study of its Educational Opportunity Program would contribute to more effective learning for non-traditional students throughout post secondary education because: 1) the EOP is situated in a private, moderate sized, doctoral granting, urban institution; such institutions have historically been major vehicles for equal access, equal choice and upward mobility for the lower and working classes, 2) the Program receives an unusual level of institutional support, 3) the EOP is characteristic of self-contained compensatory programs, a model which has proven to be effective at this institution but which is not widely replicated, and 4) the Program provides close articulation of its College and Pre-College Divisions, and enrolls students from four to nine years, sufficient time to significantly impact upon learning.

II. POPULATION

Although Marquette's Educational Opportunity Program students represent diverse ethno-racial groups, they do share many similar socio-economic characteristics, have many of the same educational needs, and experience similar psychocultural problems. Most College Division students are recent graduates of Milwaukee's inner city high schools, welfare recipients, returning veterans, or underemployed adults. Students are recruited from southeastern and northern Wisconsin and admitted to the Program on the basis of past performance and motivation as demonstrated in a required personal interview. Despite the fact that most College Division students had good academic records in the schools they attended (75% graduated in the upper half of their class and 20% graduated above the nineteenth percentile), most experience a high degree of academic difficulty at Marquette.

Of the 203 students served this year, 76% are Black, 7% are Native American, 7% are Puerto Rican, 6% are Chicano, and 4% are White.

III. PROGRAM

The Educational Opportunity Program includes both College and Pre-College Divisions. Its staff presently includes ten full-time members directed and coordinated by the Program Director who reports to the Vice-President for Academic Affairs.

The Project Director coordinates among his other responsibilities:

a) *Provision of financial aid for College Division students:* All students admitted are guaranteed full-financial aid for ten semesters.

b) *Coordination of academic counseling for College Division students:* All students are required to meet with their academic advisor prior to each registration period; all first year students and students in academic jeopardy are additionally required to meet with their advisor during each midterm period. Each staff member is involved in academic advising.

All freshmen, as well as continuing students with less than 2.2 grade-point average, are required to participate in one or more program supports, reading and study skills classes, developmental mathematics classes, individualized instruction in composition, mathematics laboratory work, support seminars and tutoring.

The Associate Director for Instructional Support supervises the work of the Department of Educational Development and assigns and monitors supports provided for College Division students. Such supports include:

a) *The Summer Session:* Most entering students, including high risk students and those entering scientific or technical curricula, are required to attend a six week summer program. The summer session is designed to provide entering freshmen an introduction to college material as well as an opportunity to develop specific skills related to the courses they will take during the academic year. This is accomplished through a combination of small classes, personalized instruction and tutoring. Courses, scheduled to approximate regular college courses, enable the student to have blocks of time for independent study and for guided instruction on a one-to-one basis. Instructional emphasis is given to communications skills, problem solving and reading comprehension. In addition, professional and student counselors present a formal and informal orientation to the various facets of university life aimed at assisting the student in developing the self confidence required to cope with his new milieu.

b) *Tutorial Program:* Since EOP students need immediate and continual academic assistance until they have developed the skills and confidence to manipulate the academic environment, the Program requires that most freshmen and continuing students with less than a 2.2 grade point average meet weekly with one or more tutors for a minimum of two hours. Tutorial assignments are made by the Associate Director for Instructional Support based on both the

strengths and weaknesses of the student and the expectations of the course. The tutorial program is structured to provide one-to-one tutoring in facilities provided by the Project. Through reports submitted to the Associate Director for Instructional Support by tutors and the Project staff, he is able to monitor and assess the educational progress of students on a weekly basis.

c) *Reading and Study Skills Classes:* Most EOP students enter the University reading three to four years below grade level. On the basis of scores of the Triggs Diagnostic Reading Test administered shortly after admission, students reading below the fortieth percentile according to thirteenth grade norms are assigned to study skills classes or individual work in the Reading Laboratory. Study skills classes meet for four and one half hours weekly during the summer session and three hours weekly during the academic year. The staff/student ratio averages 1:7; instruction begins with the study strategies developed from Laia Hanau's *The Study Game.*

d) *Language Development Program:* The objective of the Language Development Program is to ensure that each student is adequately prepared in the use of written standard English and competent in the process of logically structured, coherent composition. On the basis of the writing sample administered soon after admission, students are assigned to writing workshops in the Summer Program and/or individualized instruction in writing taught by the EOP's writing Instructor or graduate assistants in the College of English during the academic year.

e) *Developmental Mathematics Courses:* The Mathematics and Statistics Department, in cooperation with the EOP, initiated three developmental level courses in Intermediate Algebra, College Algebra and Trigonometry, and Analytic Geometry respectively. Two of the courses utilize individualized, self-pacing instruction.

f) *Mathematics Laboratory:* The EOP offers a series of seminars which supplement the developmental mathematics, statistics, and calculus courses and provide a means for the Program to monitor student progress and provide immediate assistance to individual students.

g) *Support Seminars:* Selected faculty or graduate students in Chemistry, Philosophy, History and Quantitative Analysis provide weekly seminars to assure that students have a sound understanding of the material presented in lectures and to assist them in developing methodologies appropriate to each discipline.

h) *Intensive Studies:* In 1974-75, the Program initiated a program to stimulate intellectual curiosity through intensive student/faculty dialogue. Small groups of students meet with select faculty in an informal setting outside of class to discuss subjects of interest to both, and tangential to regular course work.

i) *Pre-Law Colloquim:* This colloquim sponsored by the Educational

Opportunity Program and the Law School is designed to introduce minority students to case law and judicial procedures.

The Associate Director for Counseling Services is responsible for all other non-academic services provided to College Division students. She and her staff, which includes two full-time counselors, provide:

a) *Monitoring of the disbursement of financial aid to Program students:* In order to assure that students are protected against late arrival of financial aid checks, the University issues to each student half of his living allowance at registration; the remaining half is refunded at midterm.

b) *Personal-social counseling:* Professional counselors assist students by providing full support in all aspects of student life. The counseling operation is flexible; the initiative may come from either the counselor or the students; the format may be individual or group sessions; and the duration may be long or short term. The primary objective of the counseling component is to facilitate the decision making process of the student, and to free him from both internal and external impediments that interfere with that process.

The Counseling Services Component also maintains cooperative relationships with the Counseling Center, the Office of Student Affairs, and residence hall personnel in order to ensure that the most positive living conditions are obtained for Project students. The latter is a critical function because almost half of the Project's students are required to live in the residence hall in order to remove them from the social problems of their neighborhoods and to ensure that they have adequate space and privacy to pursue their studies. Adult students or students with dependents usually live in apartments near the campus.

c) *Career counseling:* Beginning in the summer program, the counselor for student services provides an individual development program for entering students which utilizes interest testing, individual counseling, career seminars and discussion between the student and appropriate minority educators or professionals in the student's field of interest.

d) *Post-baccalaureate counseling:* The counseling staff assists students in making realistic decisions concerning post-baccalaureate goals and in securing those objectives.

e) *Identification of Social Services:* Community services designed to accommodate extraordinary material problems that so frequently disrupt the lives of students from poverty backgrounds are frequently utilized by the counseling team. The community counselor assists students by identifying community agencies and securing from them legal and medical services, child care and employment.

IV. EVIDENCE OF PROGRAM SUCCESS

The Program has consistently maintained a retention rate above that of the general Marquette population. Retention is now at 66%. Fifty percent of

the class admitted in 1969 has graduated, and it is projected that an additional 10% of that class will persist through graduation. Seventy percent of Program students have cumulative grade point averages above 2.0 with 22% having grade point averages above 2.5. The mean cumulative quality-point average for College Division students presently enrolled is 2.284 and the 1974-75 first semester mean quality-point average is 2.462.

In the past, students have generally indicated a high level of satisfaction with both Marquette and the Program. On a 1973-74 Student Questionnaire, only 14% of the College Division students responding indicated that they would not encourage friends or relatives to attend Marquette; only 3% indicated that they felt staff members were ineffective in meeting their job responsibilities. This level of student support is indeed encouraging and sustaining.

V. FUTURE ANALYSIS AND EVALUATION

Due to its centralized nature, the Program has been able to successfully monitor the delivery of services to students, maintain thorough records of students' academic progress and be reasonably confident of some degree of overall success. In order to further improve the practical information available from which to assess the extent of Program impact, and to maximize the effective allocation of existing resources, there is need to progress in the following areas:

a) The development of a reasonable baseline for expected performance against which actual student performance and the effect of instruction can be compared.
b) The development of procedures for comparing current Program performance with past performance in a standard fashion for a valid assessment of overall effectiveness.
c) The development of methods to determine the relative efficacy of alternative strategies for inducing student success.
d) The clarification of specific skill levels necessary for entry into individual college programs, and
e) The identification of factors affecting student success which are not addressed by existing Program components.

This proposal seeks funding to establish a general, computerized data base, the necessary precondition for extensive evaluation, and to undertake a number of specific investigations analyzing student needs and assessing determinants of service effectiveness in selected areas. Specific evaluations will be concommitant with the construction of an information base and a framework for evaluation.

Specific projects which will be initiated or completed within the 15 month project period include:

a) Determination of the effects of the Summer Program as it relates to the higher academic need of students selected for it.
b) Assessment of changes over time in the effectiveness of the Sum-

mer Program and examination of its impact on students of varying characteristics.

c) Identification of tutor characteristics which relate to tutorial effectiveness.

d) Measurement of the importance of specific mathematics skills to successful performance in particular mathematics and science courses.

e) Specification of the impact of other instructional measures such as reading level on performance in both quantitative and non-quantitative fields.

f) Development of useful measures of nonacademic characteristics, such as student attitudes and cognitive styles which may serve to predict success or modify the impact of services.

It is believed that the proposed studies would serve to significantly improve the support program in the Educational Opportunity Program and, at the same time, produce meaningful data and information of wider applicability.

Oscar Rose Junior College
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Public, AA Degree, 7500 Students

Program: SPECIAL UPWARD BOUND PROGRAM FOR VETERANS
Project Director: *Bob Poole*

I. INTRODUCTION

In the summer of 1972, Oscar Rose Junior College was designated to develop and implement a special pilot project for veterans through the HEW's Talent Search/Upward Bound program. This project was to include basic studies courses taught to two hundred veterans by a success oriented educational vertical team to build those basic educational skills from which success in postsecondary education could be achieved. The basic studies courses include Psychology of Personal Adjustment, Developmental Reading, Basic English Composition and Basic Mathematics. Personal counseling and tutoring, strengthened by a "Tutor Training Packet," are also components of this project.

Recruitment of veterans for the first session of this special educational endeavor was so encouraging that the institution was awarded additional funds to increase the number of veterans to three hundred for fiscal year 1973. These programs have continued without interruption since July 1972. Working with the University of Oklahoma and through EPDA, we were also selected as a demonstration center in regions six and seven for thirteen

other Talent Search/Upward Bound projects. We have also been designated a demonstration project by HEW for region six. We thus have provided leadership and disseminated materials and information to institutions throughout the nation.

II. POPULATION

Oscar Rose Junior College is located in an urban area, and has a student body comprised of approximately 35% low income and minority individuals, both Black and American Indian. Oscar Rose Junior College has more Blacks than any other institution of higher education in the state of Oklahoma, except the predominantly Black institution, Langston University.

The Special Upward Bound Program for Veterans focuses on those veterans who are unemployed or who cannot obtain permanent employment. We presently have approximately 3,100 veterans in our student body; during fiscal year 1974 2,000 veterans were counseled and 600 veterans participated in the Special Upward Bound Program.

The criteria for selection into the Special Educational Veterans program are as follows:

a) Recently discharged.
b) High School dropout, or minimally educated with a background of academic failure in secondary school or college due to deficiencies in basic educational skills.
c) Poorly motivated.
d) Unemployed veteran, or one who has employment on an intermittent part-time basis but who has the potential and incentive to better his economic situation.
e) Underemployed veteran who is unable to rise above his present level of employment due to his inadequate educational background.
f) Physically handicapped veteran who might especially benefit from this educational program.

III. PROGRAM

The counseling staff at Oscar Rose Junior College is charged with responsibility for initial advisement and enrollment of all first time entering students. This initial counseling session allows for a screening of students with a history of low achievement as well as other potential low achievers. Upon identification of this type of student, an effort is made to provide proper class placement in the remedial areas of Basic Communications, Basic Mathematics and Developmental Reading. The student is likewise made aware of and counseled toward the Special Services Program.

All students typically enroll during their first semester in a counselor-taught course, Psychology of Personal Adjustment. A unit on college orientation including study habits and skills is included in this course. During this

unit, the counselor's initial interview is reinforced; emphasis on the availability of assistance with writing skills through the open-writing Lab, assistance in reading through the open-reading Lab, and overall assistance through tutorial services. This course is also designed to help the student achieve a positive self image. The basic needs and drives of the human race are also explored. With that understanding and with the experience of the team's efforts to show him his worth and potential, hopefully he will begin to achieve success.

Oscar Rose Junior College has developed, implemented, and now demonstrates the effectiveness of a curriculum taught by a vertical-team effort which prepares the student for re-entry. The veteran is taught the skills necessary for success on a college level. The curriculum includes the following courses: English Composition, Developmental Reading, Basic Math and the Psychology of Personal Adjustment. The vertical-team works in concert on these courses. In addition, individual counseling and tutoring are vital components of the program; a tutor training unit is also included. We recognize that added help from outside the class and the instructor can help us achieve the desired results much more effectively. Thus, counselors and tutors are invaluable services which are made constantly available.

The four courses selected contain the basic skills necessary for college achievement. Reading and English Composition are complementary courses designed to teach understanding and expression respectively.

IV. EVIDENCE OF PROGRAM SUCCESS

At Oscar Rose Junior College, in fiscal year 1974, the Special Upward Bound Veterans Program has assisted over 2,000 veterans in the Talent Search Project to use their GI Bill benefits. Many have entered job training and other postsecondary educational experiences. In excess of 600 veterans have been participants in the Special Upward Bound Program designed to provide them with basic skill acquisition, tutoring and counseling such that they can enter the postsecondary experience of college and increase their chances to compete successfully in the job market. We have exceeded contracted project goals and have been gratified at the national recognition of our efforts.

Certain representative pre-test and post-test scores are indicated below. They illustrate which dimensions of student development are addressed by the program.

TABLE I
NELSON-DENNY READING SCORES
OSCAR ROSE JUNIOR COLLEGE
(N=257)

	Pretest		Posttest		Gain	
	Mean	SD	Mean	SD	Mean	SD
Upward Bound	46.61	17.42	76.42	16.02	29.81	15.32
Regular	55.52	10.05	82.30	7.44	26.78	13.57

The average veteran entering the Upward Bound Reading Program evidences the following:

Reading Portion

PRETEST: Nelson-Denny, Form C

Vocabulary - average grade equivalent is tenth grade (10.0).
Comprehension - average grade equivalent is ninth grade first month (9.1).

PERCENTILES

Vocabulary - Veteran falls between 1 - 12 percentile (Nelson-Denny National Norms).
Comprehension - Veteran falls between 1 - 10 percentile (Nelson-Denny National Norms).

POSTTEST: Nelson-Denny, Form D

Vocabulary - average grade equivalent is twelfth grade seventh month (12.7).
Comprehension - average grade equivalent is eleventh grade second month (11.2).

PERCENTILES

Vocabulary - Veteran falls in the 34 percentile.
Comprehension - Veteran falls in the 41 percentile.

From Table I it is evident that the Upward Bound student had an initial reading starting point that was almost 9% behind the regular junior college student. The larger standard deviation for the Upward Bound group indicates a wider degree of variability among these students. That is, the range of abilities with these students is greater than the regular junior college students. Both the lower mean reading score and greater standard deviation of the Upward Bound group on the pretest is not unexpected. The program is designed to attract veterans who have educational deficiencies they wish to correct. Thus one would expect them to not have as high a starting point as regular college students, and to represent a more heterogeneous group with respect to their mathematical abilities.

Also from Table I it can be seen that the Upward Bound students closed the gap between themselves and the regular junior college students, finishing less than 6% behind them. The standard deviations decreased for both groups (meaning that each group tended more toward its norm), although the junior college group had a slightly larger decrease. Both groups showed marked improvement, with the Upward Bound sample showing a greater gain. This latter result is perhaps the most significant. These students started farther back and thus had more to learn. They were enrolled in a program designed to meet their problems. The efficacy of the program is clearly shown: not only did the Upward Bound student have more to learn, but (more importantly) he learned it. The Upward Bound student, while trailing his junior college counterpart on the reading pretest and posttest, led him on

the gain score by more than 3%. This figure, while not an astounding amount, is nevertheless impressive when one keeps in mind that the Upward Bound student is one who tends to have a history of difficulty in learning in a formal educational environment.

V. FUTURE ANALYSIS AND EVALUATION

Evaluation is an on-going, in depth, integral part of the proposed project. It is the intent to assess the effectiveness of all segments of the project. Any inadequacies that need remediation, procedural changes and modifications are handled as efficiently and quickly as possible so that the most effective program possible can be maintained. Rating instruments, textbooks, general questionnaires, behavioral check sheets, attitudinal and motivational worksheets, interview information, assessments are used extensively to evaluate the project.

For our project, it is anticipated that, along with on-going institutional evaluation, we also believe that additional consideration should be given to contracting with independent agencies for objective evaluations.

St. Edwards University, Inc.
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(512) 444-2621
Private, MBA Degree, 1400 Students

Program: COLLEGE ASSISTANCE MIGRANT PROGRAM
Project Director: *F. Eugene Binder*

I. INTRODUCTION

Arising out of its historical commitment to low achieving students, especially those from impoverished circumstances, St. Edward's has over the last six years operated a number of special programs for low achievers. Two of the earlier projects, Project EXCEL and NEW CAREERS, are completely integrated into regular university operations and have lost their separate identities. Our current major project for low achievers, the College Assistance Migrants Program, is directed to fulfilling the needs of freshman students whose families are impoverished migrant and seasonal farmworkers. While completely integrated into the academic operation of the institution, CAMP provides compensatory academic skill building courses as well as the full range of non-academic support services.

II. POPULATION

Slightly more than 75% of this population is Chicano. This Spanish-sur-

named population is almost equally distributed between male and female. Approximately 12% of our population is Black, about 1/3 of the Black population has been female. About 10% of our population is Anglo and less than half are female. The remaining percentage is shared between American Indian and Puerto Ricans; the majority in these two categories are female.

Over 85% of our student population comes from the Southwest Region. The remaining percentage comes from as far as Washington State and Florida. Spanish is the first learned language of the majority of these students and is the primary language spoken in their homes.

Almost 80% of our students come from high schools made up of predominately Chicano students. Only 13% of our students claimed that previous high schools were generally integrated. These students come from high schools that averaged 237 graduating seniors. Almost all our non-traditional high school graduates earned their high school credentials through the National High School Equivalence Program (HEP).

Our students come from families that average 7.2 family members still living at home. The average annual family income level is $3780. Seventy-five percent of the fathers completed less than 8 years of formal education. Fifty percent of the mothers received 6 years of formal schooling or less.

III. PROGRAM

A. *The Specially Targeted Recruitment Program*

Recruiting endeavors are most comprehensive in scope and rather extensive in area coverage. Emphasis is placed on attracting students from areas in Texas and all states which have large concentrations of farm working populations. The Associate Director has established personal contacts through visitations, calls, and correspondence with relevant agencies capable of refering individuals to the CAMP program, i.e., recruitment endeavors are closely coordinated with all other programs presently serving the migrant/farmworker population. These include the High School Equivalency Programs (HEP) situated in the following schools: University of Houston, University of Texas in El Paso, Pan American University in Edinburg, Lamar Tech University in Beaumont and Eastern New Mexico University in Roswell, New Mexico. It also includes other Title III-B (of the OEO Act of 1964) programs operating in Texas and its neighboring states. In addition, high schools, Upward Bound Programs and various organizations working with and serving the farmworker population are consulted to assist in recruitment of qualified individuals. One source which is of tremendous value is that of the Native American Agencies located throughout the Southwest.

B. *The Summer Enrichment and Special CAMP Orientation Program*

CAMP students are required to attend a two week program prior to registration and enrollment at SEU. This program begins just prior to

normal registration and includes basic effective study skills and techniques, along with enrichment materials in English, mathematics and reading.

C. *Student Financial Aid Program*
CAMP financial aid packages include the total student need for two semesters at school ($3400 in 1974-75). These packages include monies for room and board, tuition and fees, health insurance, books, lab fees, and a monthly expense voucher for personal needs such as toilet articles, laundry expenses, etc. Funds to make up these aid packages are as follows: CAMP funds equal 35% of total; traditional financial aid funds (BEOG, NDSL, SEOF, Social Security Benefits, Veteran's Benefits, TEG, Texas Vocational Rehabilitation, Bureau of Indian Affairs, Tribal Funds, etc.) equal 60% of total and institutional funds make up the remaining 5% of the total.

D. *Advising Program*
This program begins prior to the student's arrival at SUE and into CAMP. Accepted students must elect a tentative major or major interest area upon acceptance. These major and/or major interests are combined with pre-college academic background, and tentative class schedules are established before the student arrives. After arrival and after completion of the Summer Enrichment Program, each student meets with his assigned CAMP advisor (usually the curriculum coordinator) to finalize the beginning semester schedule. It is important to note that the CAMP advisor has input from the student, his Summer Enrichment instructor, and student facilitator before final scheduling is determined. These input sources are invaluable in determining the size, the case load and the type of schedule appropriate for each CAMP student.

Once the semester is underway the curriculum coordinator is responsible for establishing and maintaining constant contact and liaison with classroom instructors teaching CAMP students. The curriculum coordinator must assure that the student's academic problems are addressed and solved immediately upon recognition before they can reach crisis proportions. To assure that this sort of quick feedback system operates properly, the curriculum coordinator supervises the tutoring and student facilitator programs.

E. *Tutoring Program*
Students are required to spend at least three hours per week working with a tutor. Students experiencing academic deficiencies (academic probation) must spend a minimum of six hours per week in tutorial services. After two years of compiling data on the effectiveness of tutoring, it is interesting to note the following: 1) first semester CAMP stu-

dents that average over four hours of tutoring per week earned a minimum GPA of 2.33; 2) first semester students that averaged below four hours on tutoring per week earned slightly less than a GPA of 2.00; 3) second semester students that averaged over four hours of tutoring per week earned a minimum GPA of 2.91; 4) second semester students that averaged below four hours of tutoring per week earned less than a GPA of 2.50.

F. *Student Facilitator Program*

The philosophy behind the development of the Student Facilitator Program at St. Edward's University evolved from the following key assumptions: 1) That the low achieving group student, so new to higher education, cannot survive if left alone to sink or swim; 2) that the needs which characterize our migrant students differ in degree and intensity, but not in kind from the need of all other students; 3) that students have a tendency to listen to, and be influenced by, other students; 4) that students with certain personal characteristics and abilities can help minority group students to adjust, develop and overcome obstacles during the first college year, and achieve sufficient growth to continue studying.

G. *Counseling Program*

CAMP's counseling philosophy revolves around meeting the total needs of the student, both academic and non-academic. Because the college scene can be so bewildering, the counseling component provides the student with both the traditional and non-traditional approaches. The plan of action for meeting the counseling needs of season/migrant farmworkers entailed: 1) an orientation during their initial arrival to the SEU community; 2) budget preparation which began the one-to-one contact and provided the opportunity to begin the process of providing services for students; 3) the scheduling of individual conferences after the registration procedure; 4) the night counseling concept which provided the counselors with the unique opportunity to visit the dormitories, student union and other places on campus where students congregate; 5) coordination with other aspects within the program, such as the Student Facilitator program within the curriculum component; 6) utilization of available community resources to meet the total needs of students; 7) special and timely discussions on issues of interest to students.

H. *Summer Employment Program*

The CAMP staff in conjunction with the regular university Career Placement Office attempts to provide summer employment for CAMP students.

IV. EVIDENCE OF PROGRAM SUCCESS

Two hundred and seventy nine students have had the opportunity to complete at least one semester of course study under CAMP. An additional 26 CAMP students just began their initial semester of study one week prior to this writing. Therefore, this 26 student population will not be included in the following academic attainment data.

Two hundred and thirty three of the 279 aforementioned students completed at least one semester of academic credit. Thirty three students did not complete their initial semester of study.

One hundred and eighty seven students of the 233 eligible for a second semester chose to complete their program studies at St. Edward's. However, 14 of the 233 eligible transferred to other postsecondary institutions to continue their education. Thirty two students chose not to complete their second semester of college. Since 82 students are just beginning their second semester, we do not have their second semester results. However, the results of 105 students completing their second semester are included.

ACADEMIC ATTAINMENT BY SEMESTER

	Enrolled	Completed	Avg. GPA	Avg. Hours Credits Earned
1st Semester, Fall '72	35	30	1.88	11.63
2nd Semester, Spring '73	29	20	2.27	12.27
1st Semester, Spring '73	38	27	2.06	11.58
2nd Semester, Fall '73	17	15	2.30	10.65
1st Semester, Fall '73	67	61	2.46	12.58
2nd Semester, Spring '74	59	58	2.66	13.17

V. FUTURE ANALYSIS AND EVALUATION

A. Needed improvement in the evaluation of this University's program

1. To ascertain the specific socio-economic characteristics of this population and to select those characteristics most obvious for the prediction of academic success.
2. To better define the concerns of these students as they enter this institution.
3. To ascertain if there are any significant differences between our program students and other students entering the institution.
4. To delineate the effect of this program on the target population, for example:

a) to ascertain the degree of academic success of the population at St. Edward's University after their leaving the program.

b) to ascertain the degree of academic success of the population who transfers to other institutions to complete their higher education degree.

5. To provide more detailed and specific information regarding courses, majors and academic experiences which are particularly relevant for these students.
6. To provide on-going information and evaluation of money management, financial aid and budget development of program students after their initial college year.
7. To better identify the type and personality of faculty and staff members who prove themselves as better teacher, counselor, etc., thereby enhancing the academic and social growth of members from this target population.

B. What is needed by the field of Higher Education

1. To ascertain the size, selectivity and type of institution best suited for this type of target population.
2. To determine the university/college characteristics that best influence the academic successes of this target population.
3. To ascertain at the end of four years what percentage of low achievers dropped out of college as compared with regular students.
4. To determine what type of institutional support this target population is particularly dependent on to make normal progress.

C. These goals might be combined

1. Through organized analysis of this target population, the St. Edward's University College Assistance Migrant Farmworker Program (CAMP) might provide systematic data that can be used to elaborate our understanding of the needs of migrant farmworker students in higher education.
2. To ascertain specific socio-economic characteristics of Chicanos, Blacks, Anglo and American Indian program students for the purpose of developing more effective services for similar populations at universities seeking to attain the goal of a more culturally diverse student population.
3. To compile initial data for use in future research of migrant farmworkers experiences in higher education.
4. To ascertain the experiences, feelings and perceptions of migrant farmworker students with the aim of increasing sensitivity to their personal and interpersonal needs as they function in the milieu of predominantely Anglo university populations.
5. To ascertain relevant individual differences for low achieving students and for faculty members in order to place these stu-

dents with faculty members who are best able to assist them in academic and social development.

6. To develop an information system or data bank that can be used by the Office of Education as they function and develop their specific services to students.

Southeastern Community College
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Public, AA Degree, 1,666 Students

Program: RESOURCES FOR STUDENT LEARNING PROGRAM
Project Director: *Ms. Winnie Cook*

I. INTRODUCTION

To fulfill the purpose of the College and provide appropriate services to our community, Southeastern Community College began planning and implementing a drastic departure from the traditional educational programs offered in other institutions of higher education in 1969. As a consortium member of the Regional Educational Laboratory of the Carolinas and Virginia (National Laboratory of Higher Education, 1971), the focus of the college was directed to methods of improving instruction for low achieving students. The two overall goals were: a) to train faculty members to convert their courses to provide individualized, multi-media, self-paced learning experiences, with immediate student feedback for reinforcement of learning; and b) to promote research-based decision making to improve curricula and instruction.

This institution-wide effort was based on Bloom's model "Learning for Mastery". Throughout the development of individualized instruction on our campus the college faculty began thinking in the concept of "causing learning". This broad-based concept of "causing learning" that exists on our campus today has resulted in the development of flexible, goal-related, relevant curricula, a new grading system, flexible scheduling, experience-centered learning activities, and an atmosphere in which our students feel they are accepted, free from threat, and where they can receive stimulation and reinforcement. All of these factors are vital for the personal and academic success of low achieving students.

II. POPULATION

The racial mix of students who volunteer for the program has averaged 50% Black, 40% White and 10% Indian. The students previous academic

achievement in high school are normally well below average, especially in verbal skills. The students verbal scores on the Comparative Guidance and Placement test ranged from 4-18 percentile.

The students in the program come from low income families, typically are members of various minority groups, and suffer from feelings of powerlessness, low self concept, and general feelings of unworthiness. The majority of the students have tested external locus of control. They feel that welfare, God, society, the system, or other uncontrollable forces determine their behavior. When they enter the program their educational and career goals are either far beyond their abilities or they see no future at all.

The students who have participated in the RSL program have difficulties in the communication skills. These difficulties can be characterized as low reading levels, low reading comprehension, low vocabulary level, poor writing performance, poor speech, inability to analyze and interpret novels and poetry, and inability to handle resources effectively or communicate a complex idea.

The students are also handicapped by poor or nonexistent study habits and little knowledge of how to make use of materials in the Learning Resource Center. To add to these problems, our students normally have low self concepts and feel that they have no control over their environment.

III. PROGRAM

The primary task of the Resources for Student Learning Program is to construct a meaningful environment for general education in the college. The program is particularly designed to meet the needs of students whose past educational experiences have been marked by non-productivity and failure. Often these people have patterns of interest, attitudes, skill levels or learning styles which do not match well with demands of educational institutions. RSL attempts to accommodate itself to the special needs of individual students many of whom might otherwise fail to benefit from their community college experience.

The program's overall design and procedures are based upon a set of working principles or assumptions about the nature of the learning process and the needs of students in this social context.

RSL Program Design and Student Learning Goals

Currently, Resources for Student Learning serves about 100 students from the lower quartile of Southeastern's freshmen from both the technical and college-parallel curricula as measured by the Comparative Guidance and Placement Program. The program offers an alternative to this group of entering freshmen needing to fulfill basic requirements in communications, psychology and biology. These students have had few, if any, previous successful educational experiences. Their world views and attitudes are often incompatible with the demands of a modern institution like Southeastern

Community College. Basic skill levels are very low and learning styles unsuited to traditional instructional strategies. It should be pointed out that their problems are, to a large extent, the problems of the majority of Southeastern students. However, the problems are more severe for this target group.

The following are the principles upon which the environment of RSL is based:

a) The Program places the student at the center of the learning process by increasing learning activity options and providing opportunities for students to design portions of their own curriculum.

b) The Program recognizes and responds to individual differences in skills, values and learning styles by utilizing highly flexible curriculum design permitting learning at different rates, and in different ways.

c) The staff relate to students with openness and respect. Fostering an interpersonal relationship characterized by genuineness, mutual acceptance, support, and empathetic understanding is important. Support from faculty and instructors is strong in the initial stages, then gradually withdrawn and replaced with a more egalitarian relationship.

d) The Program experiences provide students with successes and predominantly positive feedback. A positive self image contributes to being a successful student.

e) The curriculum is experiential and process-oriented. Learning activities actively involve the student in hands-on activities and experiences. The classroom becomes an extension of the community and the community an extension of the classroom; both are living/learning environments.

f) Learning activities provide interdisciplinary core experiences that integrate the Program's various components.

g) A counseling and teaching approach that requires the student to take responsibility for his own behavior is used by all instructors and counselors.

Through participation in the educational environment described above, it is anticipated that the students participating in RSL programs will grow in cognitive skills as well as change in attitudes and *behaviors*. Those changes which are considered most important fall into three general areas: the person and his skills, his communication abilities and his relationship to his environment.

RSL Staff

The present RSL staff consists of the RSL director, RSL secretary, psychology instructor, communications instructor, and tutor-counselor. Federal funding by the Advanced Institutional Development Program under Title III will assist the program to expand in July with the addition of two paraprofessional tutors, history instructor (½ time), math instructor (½ time),

physical science instructor (½ time) and another communications instructor (½ time). The AIDP funding under Title III will also enable the RSL program to utilize on a ¼ time basis a diagnostician and evaluator.

Key Elements in RSL Staff Activities

The elements that seem to set Resources for Student Learning apart from many programs include personalization of education, use of the small group as the most desirable learning environment, and emphasis on the counseling role of the instructor.

In Resources for Student Learning, personalization of education means more than flexible timing. An attempt is made to match content, objectives and cognitive style with the needs of the learner.

Small group organization allows for active involvement of each student in the learning process. It fosters a cooperative spirit and eliminates much of the fear of failure that accompanies many individual activities. As the student increases his skills, he is more willing to risk individual involvement and he is more capable of choosing which activities he can perform well.

The instructor/counselor role of all RSL staff members is central to our program organization. RSL instructors are interested in the whole person—not just the content and skills associated with his discipline. The student often perceives counselors as persons you talk with when you have a "problem" and thus talking to a counselor is admitting he cannot cope with the situation. Instructors establish a natural involvement with students in the classroom. RSL instructors build on this already established relationship to help the student learn to solve problems. Of course, there are some problems that our instructors are not equipped to handle and appropriate referrals are made.

The counseling and teaching approach used in our program requires the student to take responsibility for his own behavior.

Other Programs of SCC

Another program sponsored by the Office of Education that is operating on our campus is the Special Services for Disadvantaged Students. Southeastern was funded in 1971-72 and was awarded a multi-year grant for 1973-76. Southeastern is currently operating two components of the TRIO Program, Student Special Services and Upward Bound. The Student Special Services Program provides an intense counseling and tutorial program for our low income, low achieving students.

It is *important* to note that the services that are provided by both programs are not duplication of services but instead are coordinated efforts to assist the low achievers. The concept of Student Special Services is also based on Julian Rotter's studies of generalized expectancies for internal versus external locus of control. The overall goals of Student Special Services is the development of a positive self-concept and to help the student to become internally motivated.

IV. EVIDENCE OF PROGRAM SUCCESS

Dr. John E. Roueche and R. Wade Kirk of the University of Texas and authors of "Catching Up: Remedial Education", describe Southeastern Community College's Advancement Studies Program (RSL) as one of the five outstanding programs in community colleges in the nation. Dr. Roueche and Mr. Kirk wrote the book on the basis of information gathered on the effectiveness of selected innovative community college programs for non-traditional students. In surveying the field initially, Dr. Roueche said of the 1,100 community colleges in the nation, 40 "looked good" in their developmental studies program, and five were chosen from the list of 40 nominations. Dr. Roueche stated that in the area of developmental studies programs, "every college is trying to do things this college (Southeastern) already is doing."

In a nationwide study conducted by Educational Testing Service for the United States Office of Education, Southeastern Community College was named the *number one* college in the *nation* in successfully working with disadvantaged students.

The study was requested by the U.S. Office of Education in order to determine the value of its federally supported college programs for students from moderate income families. The USOE wanted to determine what programs worked in order to decide which future projects should be funded and to write a manual based on this data instructing other institutions on improving their own programs.

In a letter to SCC's President, January 1973, Dr. J. A. Davis of ETS said:

> In every respect available to us - what your students attested in their warmth and glow for the growth experience provided at Southeastern, in their excitement about learning, in their respect for faculty and program directors, in their open interaction with other students without regard to socio-economic or ethnic background (and the consequent absence of the undercurrents that have produced so much strife at other campuses), Southeastern now stands out in my mind as our best model of excellence.

Dr. Charles Cooper, Human Resource Consultants, evaluated the program in 1972. His report stated that ASP (RSL) students admitted in the Fall of 1970 persisted over the two academic years at a rate significantly higher (20%) than of similar students admitted at the same time.

The persistence rate for each year of the RSL Program is listed below:

	# Enrolled Fall Quarter	# Completed Spring Quarter	Percentages
1969-70	23	21	91%
1970-71	49	43	88%
1971-72	71	54	76%
1972-73	74	63	86%
1973-74	57	52	91%

The five year persistence average for each class is in excess of 85% with the norm for other students who have similar characteristics to those in RSL of 60%.

Of the 1970-71 ASP (RSL) students who returned for their sophomore year, nearly all former ASP (RSL) students completed the second year (94%), as compared to 73% of the control group.

As of June 1972, 16% of former ASP (RSL) students and 9% of students in the control group had graduated from Southeastern Community College. This data does not reflect transfers or graduates of other institutions. (Cooper p.3, 1972)

V. FUTURE ANALYSIS AND EVALUATION

The RSL program has experienced success in the area of student persistence. Reliable evidence of success or failure is essential, but without understanding the *reasons* for results, program improvement can proceed only by trial and error, if at all. Evaluation efforts have usually asked only *if* there was success or failure. To ask *why* opens a whole new question to evaluation and is the purpose of this grant request.

Of the three kinds of evaluation currently practiced - analytic, process (or formative) and product (or impact) - the RSL program will generally use product or impact evaluation methods to improve the ability of the staff to determine *why* students persist.

It is important that the right kind of evaluation be done at the right stages of program development—e.g., analytic, before and during program planning; process, during early program implementation; and impact, when a program is fully implemented. The data obtained from the impact evaluation will result in program changes that should be further evaluated using correct evaluation procedures.

Staten Island Community College
Staten Island, New York
(212) 390-7711
Public, AA Degree granting, 10,000 Students

Program: PEOPLE CENTER
Project Director: *Abraham I. Habenstreit*

I. INTRODUCTION

Staten Island Community College, a two year unit of the City University of New York, has been actively involved in Open Admissions since the Fall of 1970. Through a multi-faceted approach it has been addressing itself to the problems facing students coming in under Open Admissions. In order to prevent the program from becoming a revolving door, a condition its critics

predicted, Staten Island Community College has launched efforts not only in the area of skill remediation but also, and of equal importance, in the area of counseling. This summary represents a description of that counseling effort, an effort which is far more extensive than usual in other colleges in the City University system. The program (People Center-Open Admissions Counseling Program) has been in existence since October of 1972. Independent evaluations of it thus far have been exceptionally positive about its accomplishments and equally encouraging regarding its future.

The People Center has been committed to the concept of a thorough independent evaluation of its activities since its beginning. Unlike the typical counseling efforts, it is organized so that its effectiveness can be measured. The independent evaluations that are an integral part of this proposal represent the main evidence of the success of the program to date and will be detailed in section IV.

II. POPULATION

The target population of the program represents those students who chronically have been referred to as low achievers and high risk students i.e., those whose high school averages were below 75.

At any given time, a total of 450 to 500 students are being served by the staff of the People Center. In terms of socio-economic factors, People Center students are not different from the majority of students at SICC. Most of them are the first members of their family to go to college, their family income is usually less than $12,000 per year and they are confused regarding their educational and career goals. It is our opinion that a main obstacle in the learning process, in addition to verbal and quantitative deficiencies which are addressed by the Open Admissions program's extensive and complementary classroom efforts, is their low self-image and poor performance expectancies.

III. PROGRAM

The People Center Program is an ongoing effort to provide a practical service to students under Open Admissions. The program is both practical and measureable in that its goals are clear cut: to help Open Admissions students achieve higher grades and to lower the drop-out rate by dealing with self-image and performance expectancies.

Additionally, the role of the counselor in this program is specific and well defined; the potential of counseling as a viable academic profession is also a central concern. Hopefully, the People Center offers a viable and promising opportunity not only for students, but also for professional counselors. Programmatic features include:

a) Counselor student ratio is 1:60.
b) Counselors are held accountable for the academic attrition rates of their clients.

c) Each student must be seen at least twice a month by the counselor.
d) Each student must be called at least twice a month by the counselor.
e) All of the students' teachers must be contacted by the counselor on a regular basis. The counselor and teachers must collaborate in identifying problems and devising solutions on an individual basis.
f) A monthly report of both a quantitative and qualitative nature is written for each student by the counselor. These reports are reiewed in weekly supervision sessions with the Director of the program in order to assess what is occurring in the counseling relationship.
g) The program duration is essentially the selected student's freshman year. After that, counselors are no longer held officially responsible for contacts with these students. A basic premise of the program is that most students who successfully complete more or less the freshman year will be able to continue more or less on their own. Therefore, the institution concentrates the counseling resources in this initial period. To offset problems created by the transition from the intensive counseling support of the People Center, and to assist students in their planning, each counselor works out with the student an educational and career plan. This plan can be used as a continuing guide by the student and is put into writing, signed by both counselor and student. It becomes part of the student's record. Changes are, of course, anticipated, but the plan nevertheless intends to provide the student with a feeling of security and clarity of goals.
h) Both to assist counselors with their work, and to capitalize on the advantages inherent in peer-to-peer relationships, each counselor employs one or two peer counselors (former students in the program) to aid with the work. Duties range from telephoning students, speaking with clients, record keeping, etc.

IV. EVIDENCE OF SUCCESS

Since its inception, the People Center has been committed to the need for ongoing and independent evaluation of both a quantitative and qualitative nature. This is essential if the program is to maintain and improve its strengths as well as correct its weaknesses. To accomplish this, since the Spring of 1973, non-CUNY independent evaluators have been hired to scrutinize the program and its operations.

During the first year, while only several months old, the program was evaluated by Human Interactions, Inc. It was the finding of this group that the program promised to be one of the most exciting counseling ventures it has seen. The following year the program was evaluated by Dr. L. James Harvey of McManis Associates, Inc. of Washington, D.C., a management consulting firm. The following is a summary of the findings:

a) The People Center is meeting its stated objectives. Evidence shows

the program is increasing retention rates and improving the grade point averages of students in the program.

b) The program is strongly supported by the students in the program, by faculty, by the counselors and by the peer counselors. In short, everyone connected with the program is enthusiastic about it.

c) Students see the program and their counselors as being warm, friendly, available, helpful, and of significant help to them in solving personal problems and in navigating through the bureacracy of higher education.

d) The People Center is one of the most successful counseling programs the McManis Associates Inc., project director has ever seen. Dr. L. James Harvey, the project director, has traveled from coast to coast assessing counseling and student personnel programs in two year colleges since receiving his doctorate in this field in 1960.

V. FUTURE ANALYSIS AND EVALUATION

In addition to the two external evaluations of the People Center which have been completed, there are two internal research projects which are being completed at present. One is directed toward early identification of drop-outs using the Adjective Check List, specifically using its Counseling Readiness Scale. Relevant literature supporting the value of this instrument is available. The research question to be answered by this project is whether the ACL has strong predictive value in identifying drop-outs and low achievers in an intensive counseling program such as the People Center.

The second study deals with the importance of certain personal qualities of a counselor (empathy, genuineness, unconditional positive regard) vis a vis the students' academic success. Students from all programs were selected at random and will be asked to rate their respective counselors on a number of scales measuring the variables under study. Specific bypotheses were formulated on the basis of available research done by Rogers and his followers and other studies reviewed by Feldman and Newcomb. The results of this study hopefully will indicate changes which may be needed in a counselor's approach to students in an intensive counseling program such as the People Center.

The research in counseling theory and practice in recent years in our opinion clearly points to one conclusion: the need to study in depth the interaction of several variables (many of them quite complex) in order to predict the success of individual students (or whole groups) in college. Among the factors in need of study are:

a) Studies of motivation and attitudes and how to affect relevant change among chronically under achieving students.

b) What are the other factors which distinguish effective counselors in a college setting (a question which is becoming increasingly im-

portant in this day of accountability in education).

c) Which combination of these factors facilitates the academic success of low achievers.

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Program: PERSONALIZED LEARNING CENTER
Project Director: *Bob Burton Brown*

I. INTRODUCTION

The Personalized Learning Center, located at the University of Florida, is an agency with a mission to provide a viable alternative to traditional college instruction. Implementing a technology of instruction, Precision College Teaching, developed by Dr. H.S. Pennypacker, the Center has demonstrated its effectiveness in reaching the under achieving student.

The Personalized Learning Center activities do not supplant or substitute the regular curricula of the university. It provides a highly developed method of assessment of student achievement and feedback which supports traditional coursework and instruction. The Center works in partnership with the faculty, providing flexible and non-punitive grading methods, a student paced mastery based assessment system, one-to-one personal contact for students with Peer Advisors, tutoring on demand and a complete computer managed feedback system. The measurement system provides continuous evaluation made on an individual basis which is made available to the student, his Peer Advisor, his tutors, his instructor and interested administrative personnel.

In the two and one half years the Center has been in operation, the attrition rate for the special student who has been admitted to the University lacking traditional academic qualifications has been reduced from 43 percent to less than 10 percent.

II. POPULATION

Enrollment: The University of Florida is limited to a freshman enrollment of 2,900 students. Under guidelines established by the Board of Regents, the University will accept for enrollment 10 percent of the incoming class that does not meet standard entrance requirements (a score of 300 or above on the Florida Twelfth Grade Placement Test). The students are considered to need special services to initiate and continue a post-secondary education. These students have been traditionally thought of as

poor college risks because of lack of academic preparation or inability to afford postsecondary education.

During winter quarter 1975, 200 students were enrolled in courses through the Personalized Learning Center. Table 1 illustrates the racial composition and academic and/or economic deficits of the group.

Table I
Special Services Students— Personalized Learning Center

	No. Academically Disadvantaged Students*		No. Financially Disadvantaged Students**	
	Freshmen	Upperclassmen	Freshmen	Upperclassmen
Black	96	55	8	21
White	4	10	2	4
Total	100	65	10	25

* Students who did not meet standard entrance requirements
**Students who met entrance requirements but receive special financial aid

Criteria for Selection: From a pool of admission applications from academically and financially disadvantaged students, the Director of the Division of Student Support and Special Programs and an advisory board make recommendations for admission to the University. Criteria for selection are based on the following:

a) graduation from an accredited high school with at least a C average
b) latent academic potential
c) personal characteristics of determination and motivation
d) lack of financial support.

These criteria are used to guide the committee to make judgements of those students, lacking traditional entrance qualifications, who have the greatest potential for success at the University of Florida.

Financial, Personal and Social Background: Although many of these students have particular and sometimes almost overwhelming personal and family problems, they share many characteristics in common. As all of the students come from low income families, they have already encountered and have had to deal with many problems which are social and economic in origin. They enter public schools with experiential handicaps and in some cases have already experienced the revolving door effect or have been put into tracks with students who are low achievers. Thus, these students, from impoverished backgrounds, are victims of low expectations who are poorly equipped to satisfy traditional academic standards.

III. PROGRAM

Teaching Methodologies — Precision College Teaching: The academic program which has been created to meet the needs of under achieving students at the University of Florida is administered through a unit known as the Personalized Learning Center. Precision teaching does *not* supplant

or substitute the regular curricula of the University of Florida. Rather, it provides a highly developed method of assessment of student achievement and feedback which supports traditional coursework and instruction. Thus the Center works in partnership with faculty both in the general education component of the University (University College) and in the various upper division colleges. Students are enrolled in special sections of courses which have the same content and objectives as regular sections. They attend lectures, use the same texts and interact with their instructors in the same manner as other students. Working with the professional staff of the Center, the instructor develops performance measures (test items) for units of the course curricula. The Personalized Learning Center then assumes the responsibility for measuring the performance of the student, providing immediate feedback of the performance to the student and his instructor and special tutoring services to accelerate the student's rate of improvement on these measures.

Lastly, grading is done on a non-punitive basis. If a student fails to reach the criterion set by his instructor on his first attempt at a unit test, he is given additional help and attempts the test again, responding to different items from the item pool stored by the computer. He continues this process until he reaches the criteria. In addition, the registrar has established an H grade, which allows a student up to an additional six weeks at the close of the quarter to complete required work without penalty.

Precision Teaching represents the strategies and tactics of a general technology of higher education developed by Dr. H.S. Pennypacker and his students. Essential to this technology is the use of daily on line, direct measurement of each student's performance in each course he takes in conjunction with the Center. This function is accomplished through the use of "Peer Advisers"—advanced students who are competent in a particular subject matter and who receive special training in the management of individualized educational problems. Students interact in the Personalized Learning Center with their "Peer Advisers" on virtually a demand basis. The student makes an appointment when he feels he is ready to work on a selected portion of the curriculum; he then answers a set of randomly selected computer generated questions written by his instructor covering that curriculum and his performance is immediately evaluated by himself and his "Peer Advisers." Together, the student and his "Peer Adviser" plot his progress on a Standard Daily Chart and discuss various aspects of the performance and ways in which it can be improved. The criteria for successful completion of the various units of academic materials are developed by the instructors and the criteria are plainly marked on a chart so that both student and "Peer Adviser" can visualize the student's rate of progress.

Each evening the data resulting from the day's activities at the Personalized Learning Center are stored interactively in the University of Florida's IBM 370. This process occurs off line and in no way is the computer directly involved in the instructional process. Rather, it provides the necessary continuous evaluation being made on an individual basis by the "Peer Adviser",

aided by the chart. The storage of these data in the computer, moreover, provides a data base for informed administration and management of the entire operation. Each week, for example, (or more often if requested) a print out is sent to each instructor summarizing students' performance for the previous week. The likelihood of eventually withdrawing from the University behooves us to examine in detail not only their performance in upper-division courses, but their reasons for selecting these courses. Elsewhere, we have described the evidence available to suggest relatively limited career aspirations on the part of participating under achieving students; it would be a highly desirable adjunct to the counseling process if data could be gathered and made available indicating that students displaying given levels of achievement in courses offered through the Personalized Learning Center can expect to enjoy reasonable assurances of success in such areas as engineering, nursing, pre-med and pre-vet. In other words, we are not satisfied with simply being able to say that students exposed to the offerings of the Personalized Learning Center will almost certainly receive a degree from the institution; we would like to say that they will receive an earned degree in the discipline or profession of their choice and, of course, this degree represents the same levels of academic and professional attainment as it does when awarded any other.

IV. EVIDENCE OF PROGRAM SUCCESS

Because the Personalized Learning Center has been in operation less than three years there is a paucity of primary data—the rate of success of the special student in earning his baccalaureate degree and entering professional schools or graduate programs. However, after two full years of operation we have reduced the attrition rate of this special student from 43 percent to 4 percent. This is a spectacular holding power; the attrition rate for the regularly admitted University of Florida students at the end of the second year of enrollment is roughly 40 percent.

Another measure of Precision Teaching effectiveness is the grade-point-average of these students. Almost 80 percent of the group have a grade point average of C (2.0) or better.

Perhaps the single best indirect measure of the effectiveness of this technology is the survival and prosperity of the Personalized Learning Center. Growing from an organization which was totally student operated serving less than 150 special students to a unit with a professional staff and a projected enrollment for spring of almost 700 is strong evidence of its effectiveness.

The mission of the Personalized Learning Center is to provide an alternative to traditional instruction which will increase the efficiency and the effectiveness of the student's learning. The focus is on the acquisition of cog-

nitive skills—those skills demanded by the curricula at the University of Florida. For this reason, the Personalized Learning Center has not collected non-cognitive measures of student development. It is also difficult to compare the program at the University of Florida with other programs in the United States as no other program collects frequency data on student performance. However, as has been mentioned, the data available do provide a reliable guide to the levels of academic achievement and rates of improvement which are typical of the University of Florida undergraduate not identified as under achieving and in need of special services.

V. FUTURE ANALYSIS AND EVALUATION

Establishing an orderly system of evaluation and feedback with respect to the students who have been served by the program will, of course, enable the program to adjust its tactics and to increase the likelihood of subsequent success on the part of those who go through it in the future. This type of cybernetic instructional technology is central to the philosophy of higher education shared by the various administrators responsible for the operation of the various intersecting segments of the program. To date, however, financial limitations have inhibited a full scale assault on the problem of follow up evaluation, higher priority having necessarily been assigned to the problems of creating and operating a full scale on line evaluation system which was described earlier. It was felt that the power inherent in the measurement technology operating in the Personalized Learning Center should be focused on the students immediately being served by the Center in an effort to insure that its activities become maximally effective and accountable. As this system becomes routinely operational, however, we expect to turn our attention to the problem of follow up evaluation with equivalent vigor and enthusiasm.

A recognized shortcoming of the present system of evaluation results from the fact that the individualized technology of instruction described in the foregoing sections has only been operational for the past two years and the computer based data collection and retrieval system has been in place less than a year and is still undergoing modification. It is obvious that exhaustive follow up data on the program's products must be collected and related to the extensive data available which is descriptive of their performance while they are students in the program. Although raw frequency data clearly indicate that students participating in the program since 1972 have a greatly reduced likelihood of eventually withdrawing from the University, it behooves us to examine in detail not only their performance in upper division courses, but their reasons for selecting these courses.

The program at the University of Florida is believed to be the first of its type in the country that offers specialized instructional services utilizing a common objective measurement base across all academic disciplines. This

innovation from its description and evaluation for the entire educational process is standard; it uses objective terms which are derived directly from the measurement of the behavior of the students. The data base thus generated, together with the record of the variety of educational tactics and techniques that have been implemented, provides the unique and extensive record which is maximally amenable to dissemination. It is the intention of the present applicants, if successful, to devote both time and resources to the compilation and preparation of a variety of materials describing the Florida program and its accomplishments. The potential collaboration of a number of key individuals has already been solicited and has been assured, pending the availability of resources.

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